DOCUMENT RESUME

ED 037 281 24 RC 004 166

| | |
|---|---|
| TITLE | Promising Practices in Small High Schools. A Report of 15 Northwest Projects. |
| INSTITUTION | Northwest Regional Educational Lab., Portland, Oreg. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Bureau of Research. |
| BUREAU NO | BR-6-2871 |
| PUB DATE | Jan 70 |
| CONTRACT | OEC-4-7-062871-3059 |
| NOTE | 55p. |
| EDRS PRICE | EDRS Price MF-$0.25 HC-$2.85 |
| DESCRIPTORS | Business Education, Career Planning, Cocurricular Activities, Community Resources, *Educational Practice, English Education, Field Experience Programs, Fisheries, *High Schools, Independent Study, Individualized Instruction, Language Arts, Music, Nongraded Classes, Nursing, *Program Descriptions, *Rural Schools, *Small Schools, Student Experience, Tutorial Programs, Vocational Education |
| IDENTIFIERS | *Northwestern States |

ABSTRACT

Promising methods utilized in small rural high schools to provide a wider range of experiences for students are identified and described. Programs reported on include the Arctic Nursing Program, Career Research Program, Contractual Study Program, Eye-opening Experience, Field Experience Program, Guitar and Folk Music Program, Individualized Instruction in Business Education, a program on Learning Packages in English, Non-graded Language Arts Program, Office Training Laboratcry, Operation Help, Sea and Fisheries Training, Seventh Period Activity Program, Tutorial Program, and a program on Using Community Resources. Each program is described in terms of identified needs, program development, description of the practice, considerations for implementation, costs, outcome, and sources of further information. (SW)

ED027281

# Promising Practices in Small High Schools

A Report of 15 Northwest Projects

RECEIVED
MAR 20 1970
NMSU
E.R.I.C.

Northwest Regional Educational Laboratory
400 Lindsay Building • 710 S.W. Second Avenue • Portland, Oregon 97204

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RC004166

January 1970

Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

ED037281

## Project Personnel

### PROJECT DIRECTORS

Chester Hausken, Program Coordinator
Northwest Regional Educational Laboratory

Ray Talbert, Director
The Oregon Compact

### STATE COORDINATORS

| | |
|---|---|
| Alaska | Frank Darnell, Chairman<br>Department of Education<br>University of Alaska |
| Idaho | Francis Rist, Director<br>Secondary Education<br>State Department of Education |
| Montana | Phil Ward, Director<br>Division of Instructional Services<br>Office of the State Superintendent<br>of Public Instruction |
| Oregon | Donald F. Miller, Coordinator<br>Oregon Small Schools Program<br>Oregon Board of Education |
| Washington | Harold G. Smith<br>Supervisor of Secondary Education<br>Office of the State Superintendent<br>of Public Instruction |

### CONSULTANT

Walter Hartenberger
Northwest Regional Educational Laboratory

## Preface

Small rural high schools need creative and inexpensive ways to provide a wider range of experiences for students. Promising methods small rural high schools are using to do this have been identified and are described in this report.

The identification of a practice that might meet an identified need of a local school is only one step in a very complex process of change, but it is one that needs consideration.

Chester A. Hausken
Program Coordinator
Improving Instruction in Small Schools

Contents


| | |
|---|---|
| Project Personnel | iii |
| Preface | v |
| Introduction | ix |
| Arctic Nursing Program | 1 |
| Career Research Program | 7 |
| Contractural Study | 13 |
| Eye Opening Experience | 19 |
| Field Experience Program | 27 |
| Guitar and Folk Music Program | 33 |
| Individualized Instruction in Business Education | 39 |
| Learning Packages in English | 45 |
| Non-Graded Language Arts Program | 55 |
| Office Training Laboratory | 65 |
| Operation Help | 71 |
| Sea and Fisheries Training | 77 |
| Seventh Period Activity Program | 83 |
| Tutorial Program | 87 |
| Using Community Resources | 91 |

## Introduction

The identification of promising practices in small high schools which can be adapted by other schools is a continuous need. In the fall of 1968, Dr. Chester Hausken and Mr. Walter Hartenberger of the NWREL Small Schools Program asked Mr. Ray Talbert, director of the Oregon Compact, a Title III, ESEA project, to direct such an effort. Subsequently, he devised a plan for the identification and reporting of promising practices existing in schools in the five Northwest states.

A staff member from the State Departments of Education or projects involving small high schools was asked to be the project coordinator for each state. Mr. Talbert visited each of the state coordinators to discuss the objectives of the project and obtain ideas. During these meetings, the following criteria for selection of practices to be reported were adopted:

1. The practice must be beyond the design stages and there must be evidence it is effectively helping students.
2. The practice must be relevant and useful throughout the region.
3. The practice could be implemented in small schools without outside funding.
4. The practice must be of such a nature it could be described and evaluated.

5. The practice must not be known generally among small schools in the Northwest.

A format was developed for reporting each practice, and state coordinators proceeded to identify and collect the information on the promising practices in the region.

In April 1969, a selection committee composed of the state coordinators, the project director, Chester Hausken and Walter Hartenberger from NWREL, and Larry Dale from Washington State University reviewed the practices which had been submitted and selected those to be included in this publication. The selection was based, primarily, on two questions:

1. Was there evidence the practice had potential for improving the climate for learning?
2. Could the practice be adopted by other small schools with the financial resources available to them?

Each of the 15 practices selected is described in such a way it would, in fact, be a "recipe" for adoption.

## Arctic Nursing Program

Beltz High School, Nome, Alaska

The students at Beltz High School come from 26 Arctic villages. All but three of these villages -- Nome, Kotzebue and Barrow -- are without doctors and medical facilities. Each village needs at least one person with the knowledge and training to give emergency medical treatment. The nursing program at Beltz High School attempts to meet this need. The program also gives students the opportunity to investigate the medical field as a possible profession, as well as broadens their knowledge in many related areas.

NEEDS

No medical help is immediately available to thousands of Alaskans living in small, isolated villages. Usually, they must travel by small bush plane to the closest medical center. Many days, and often week-long periods, small planes are unable to land at these villages. It is not rare for a resident to die because of a lack of prompt first aid in a village.

Students from Alaskan villages also lack information on the many careers available in the medical field.

DEVELOPMENT OF THE PROGRAM

Recognizing these needs, Dr. Howard Bartko, a physician at Maynard McDougall Memorial Hospital, and Mr. George White, Superintendent at William E. Beltz High School, planned a pilot nursing program in 1968 and it was initiated that fall.

DESCRIPTION OF THE PRACTICE

In the initial survey, 30 percent of the students expressed an interest in signing up for the nursing program. Selection of students was based on interest and the need for trained medical aid in their villages. Selected were fifteen girls and one boy representing sixteen different villages.

The nursing class meets a half day each week. Dr. Bartko begins each Tuesday morning session with an hour class period on such topics as preventive medicine, first aid, anatomy and recognition of various ailments. Mockups, models, charts and

films supplement the lectures. No text is used.

After the class, the students are bused to the hospital where they spend two hours making the rounds with the doctor and working with patients.

In the process, the students are exposed to the many facets and supporting services that are an integral part of a hospital. They become familiar with the daily tasks of the hospital staff, including doctors, nurses, aides, x-ray technicians, operating room technicians, dietitians and medical secretaries.

CONSIDERATIONS FOR IMPLEMENTATION

The most important consideration in implementing such a nursing program is the availability of a physician who can relate well with students and will conduct classes on the high school level.

Full support of the faculty also is necessary. The program at Beltz High School was presented to the faculty during a teachers' meeting and the staff participated in the final selection of the nursing candidates.

COST

The cost of the program is low, primarily because Dr. Bartko donates his time. Biology, health and family living texts could be used, if the instructor preferred. All of the models, mockups and charts would be available in the average high school science department.

## OUTCOME

The effect of the program on the villages cannot yet be evaluated, since the first class of students returned to their villages in the summer of 1969.

A marked increase of activity in biology classes is evident. Students branch off in many directions. They conduct research on particular diseases or ailments, usually searching for more information about cases they observe at the hospital.

Furthermore, students in the program apply their experiences to other academic areas. In biology and family living classes, the nursing experiences give students a deeper and broader understanding of the fundamentals of interpersonal relationships, anatomy, physiology and diseases.

In many classes, students make special reports to relate their experiences to fellow students. They become specialists, in a sense, and are looked to as reference persons by their peers. This generates a healthy academic interest, as well as develops the concept of self-worth.

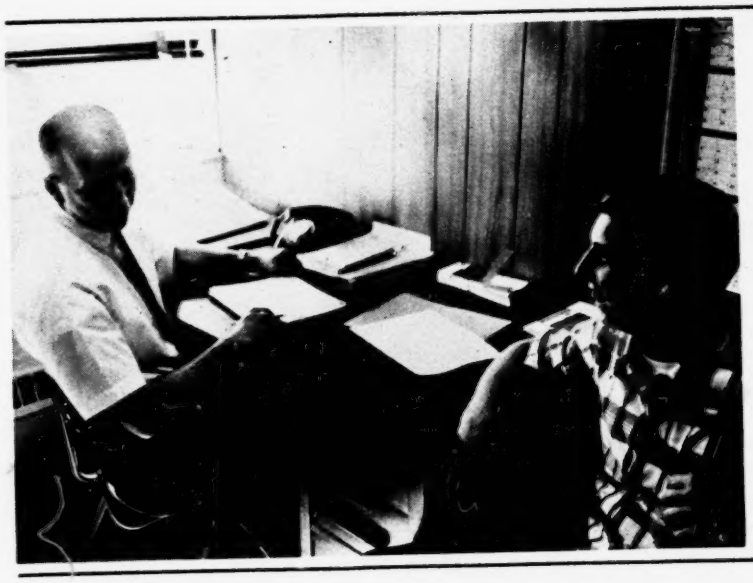
## SOURCE OF FURTHER INFORMATION

Mr. George White
Acting Superintendent
William E. Beltz High School
Box 10
Nome, Alaska 99762

Mr. Dennis R. Corrington
Administrative Assistant
William E. Beltz High School
Box 10
Nome, Alaska 99762

## Career Research Program

Santiam High School, Mill City, Oregon



Guidance activities at Santiam High School are designed to help students learn the decision making process for choosing a career. Career research activities were developed at both the ninth and twelfth grade levels. In these activities students are given relevant facts, tests, inventories, surveys, hypothetical case studies and statistics about careers. They are instructed to relate this information to their own interests and abilities in choosing a career.

NEEDS

In 1964 -- prior to the inception of the program -- 40 percent of Santiam graduates continued their studies beyond high school. Most enrolled in four-year college programs. Many of the students who did not train beyond high school were uninspired, uninformed and unprepared to utilize the available opportunities. Many students regarded vocational training as a catch-all for the not-so-bright student. Furthermore, college bound students were unsure of their goals or how to reach them.

DEVELOPMENT OF THE PROGRAM

In 1965 a full-time boys' counselor and a part-time girls' counselor were employed for the approximately 200 high school students. They immediately began planning a program to identify the talents of all students, including the culturally different, and to provide guidance and materials which would encourage them to develop their abilities, interests, study habits, attitudes and career goals.

DESCRIPTION OF THE PRACTICE

A one-semester orientation class consists of nine units. Two units are devoted to occupations and testing. Students write a research paper on the Differential Aptitude Test, Kuder Interest Inventory, Kuder Personal Inventory and the Brown Holtzman Survey of Study Habits and Attitudes. They cover such topics as the relationship of the various measurement scores to

careers, analysis of data, interpretation of results and relationship of data to career choice.

Students prepare papers on career fields including information on working conditions, educational requirements, experience, advantages, disadvantages, personal characteristics, employment opportunities, earnings, advancements and sources of information.

Each student prepares a resume using a personal inventory. They consider such questions as: What things have I done to any degree of success? What things have I done that others have commended me for doing in an exceptional manner? What jobs have I held? What kind of equipment can I operate? What do I like to do? What do I dislike doing?

A large variety of career literature has been assembled for students' use.

Advantages and disadvantages of attending college are discussed.

Guest speakers, films, records, filmstrips and field trips are utilized in the program.

Seniors study units on careers and testing in a modern problems class.

CONSIDERATIONS FOR IMPLEMENTATION

Full support of the school administration is essential for instituting a career research program. Community

support can be gained by speaking to adult groups.

Units in the program should be just as exciting as any other subject.

COST

The program can be implemented at moderate cost. Equipment such as a film projector and a filmstrip projector are necessary.

Funds should be available to purchase reference materials such as "Encyclopedia of Careers and Vocational Guidance," Volumes 1 and 2, Doubleday and Company, Inc.; "Counseling From Profiles," The Psychological Corporation; "Handbook of Job Facts," Science Research Associates, Inc.; "Keys to Vocational Decisions," Science Research Associates, Inc.; "Mapping Your Education," Abbott, Kerns and Bell Company; "Occupational Outlook Handbook," U.S. Department of Labor; "Students' Guide to Occupational Opportunities and Their Lifetime Earnings," Simon and Schuster, Inc.; "Don't go to College" by Christian E. Burkel; "How to Express Yourself Vocationally" by Delmont K. Byrn; "Going to College," Channing L. Bete Co., Inc.; and "Life Career Game as a Tool for More Effective Decision Making Guidance" by Barbara Varenhorst.

OUTCOME

In 1964 career exploration units were not offered to freshman at Santiam High School. That year, 40 percent of the graduates

continued their studies. In 1968, 92 percent of the graduates who had career research as freshmen entered colleges, whereas 83 percent of the total graduating class went on to college.

More than 90 percent of the 1969 graduating class entered post-high school training. A third enrolled in four-year programs; two-thirds in other programs of one to three years.

SOURCES OF FURTHER INFORMATION

Mr. William Lewellen, Superintendent
Mr. Burton Boroughs, Principal
Mr. Ben Jones, Counselor
Santiam High School
Box 1448
Mill City, Oregon 97360

## Contractual Study

Glennallen High School, Glennallen, Alaska

At the beginning of the year a student may decide to study a particular subject in depth. He submits a study proposal including an outline of his proposed project, a list of textbooks and resources he plans to use and an explanation of experiments to be conducted and reports to be made. The plan is reviewed by his teacher-advisor. A minimum of 225 hours of work must be projected if the study program is submitted for one high school unit. The pupil, teacher, principal and parent then sign a contract for the study program. Follow through is made with the student by the teacher-advisor.

## NEEDS

A typical small high school has an inadequate curriculum for some students. Specialized teachers cannot always be hired for specialized subjects such as zoology and physiology which may be of interest to only one or two students. Independent study projects offer at least a partial solution to this problem.

## DEVELOPMENT OF THE PROGRAM

Procedures for the contractual study program were developed by a Glennallen teacher, Mr. Raymond Heaton, and Superintendent L. S. Wright. Students with organizational ability were involved. Some contracts were developed and discussed with Mr. Harvey King and Mr. Kenneth C. Grieser, State Department of Education representatives.

## DESCRIPTION OF THE PRACTICE

When he was a freshman, Jim Pinneo, whose father is a doctor, became interested in genetics as a part of a science fair project. His experiments with mice led him to an interest in physiology. Mr. Heaton recognized that Jim's motivation could be structured and that Jim, as a very organized person who needed little supervision, could learn elementary physiology through a contractual study program. Through several meetings involving Jim, Mr. Heaton and Mr. Wright, a rough draft of a program was developed. Specific objectives were developed and daily and weekly schedules were worked out. Finally, a

proposal was developed, making the whole venture a business-like program. While Jim was following his schedule and fulfilling his contract, the administration met with representatives of the Alaska State Department of Education for certification to allow credit for the work.

CONSIDERATIONS FOR IMPLEMENTATION

First, student interest in unavailable courses should be determined. An interested teacher must have the time and capabilities to follow through. The ability of individual students for independent study must be assessed.

COSTS

With the exception of additional staff time, the only cost is for the purchase of some research texts.

OUTCOMES

Only a small percentage of students can profit from a contractual study program, but their needs have special importance. Subjective and objective evaluation indicates this program is meeting a need. The curriculum has been broadened by this approach. Parents and students involved are enthusiastic. Students have the satisfaction of following a complicated self-planned course of study through to completion.

## SOURCE OF FURTHER INFORMATION

Mr. L. S. Wright, Superintendent
Glennallen Area Schools
Glennallen, Alaska 99588

## Eye Opening Experience

**Cape Flattery Schools, Clallam Bay, Washington**

The Eye Opening Experience for eighth grade students at two Cape Flattery schools is a four-day cultural, social and vocational sleeping bag trip to an urban area. The yearly experience helps students from this isolated area to bridge the gap between their community, school and home experiences to the urban metropolitan area where 90 percent of them eventually will go for training and work.

NEEDS

One of the Cape Flattery schools had the highest dropout rate in the State of Washington, with many students dropping out between the eighth and ninth grades. To many students, school was not stimulating or relevant, and motivation was lacking. Experiences were needed to develop the students' understanding of urban life and to make them aware of academic, vocational, leisure and cultural possibilities.

DEVELOPMENT OF THE PROGRAM

At least two-thirds of the students at Neah Bay are Makah Indians, while Clallam Bay students are Caucasian. The district counselor and administrators at the two schools met with the 50 eighth grade students to explore the possibilities of a sleeping bag trip to the Seattle-Tacoma metropolitan area. The students helped devise forms to evaluate their skills, needs and academic, vocational and cultural goals. Housing was requested at two metropolitan schools. Students at each of the Cape Flattery schools appointed committees to work on different phases of planning.

Each eighth grade raised money for the Eye Opening Experience. The two classes cooperated in a joint Learning Festival and sold magnifiers, magnets, motors, spelling and number games, printing equipment, nature collections, educational crafts and other items. They learned to sell, inventory equipment, display

items, keep records, and figure and handle profits from their joint small business. With the urban hosts contributing meals and entertainment, the profit from the Learning Festival covered all other expenses for the Eye Opening Experience.

Initially, students from the two schools questioned whether they could work together, ride a bus together, and eat and sleep together on a four-day trip. This was questioned discreetly by Clallam Bay students and openly by those from Neah Bay. They were surprised to discover each group was "scared" of the other. The students also were apprehensive about staying in the homes of students from their urban host school.

DESCRIPTION OF THE PRACTICE

Planning for the money raising and preplanning for the trip begins during September and October. The Eye Opening Experience itself is scheduled late in March. This allows adequate time for raising funds, making trip arrangements and following up the trip with special projects.

The staff for the trip consists of two men and two women, a teacher from each school, a counselor and one or two people from the community.

Anything that legally and wisely can be decided by students is left in their hands. Students do much of the necessary letter writing, schedule planning and computation of money. Students tally the skills and needs listed by class members and attempt

to arrange as many experiences as possible requested by students. A volunteer consolidator from the American Friends Service Committee assists in arranging and confirming the schedule in Seattle. This relieves students and leaders of much of the detailed work and also saves many long distance telephone calls.

An itinerary and explanation of the purpose of the trip are sent home with each student. The schedule includes a check list of all items such as sleeping bag and bag lunch, change of clothes, comfortable walking shoes, etc., for each student to take on the trip.

The trip begins on a Wednesday afternoon. Two experiences are planned enroute to the host school. Last year, this included a visit to Peninsula Community College where eighth graders could see a college offering both vocational and professional work and a visit to a newspaper.

Host schools have included Tacoma, Bremerton, Seattle, Clover Park and Shoreline. Students have slept each night in the gym at the host school. Two of the three mornings, home economic classes provided breakfast for the students. Each student was matched with a host. He attended classes with him and went to his home for dinner.

During the three days Cape Flattery students attended various events and visited the Science Center, Space Needle, Woodlawn Zoo, Port of Seattle, Harborview Hospital, KIRO and

KOMO television studios, the Boeing company, University of Washington, a technical-vocational school and Burke Museum. They ate dinner at Bon Marche, rode the monorail and were the guests of the Seattle Totems when they played at the coliseum.

Upon returning home, the students prepare a notebook on their trip. Formerly unmotivated students have diligently prepared and presented records of their Eye Opening Experience. They evaluate their experiences and make recommendations for future years.

CONSIDERATIONS FOR IMPLEMENTATION

A great deal of confidence, as well as extra amounts of patience and vitality, are necessary to see the program to its completion. The coordinator should be a hard worker who is willing to let students do everything they can and get the credit at all times.

The understanding and approval of the community and the school board is essential. It is important to keep records of all contacts made so they can be used for future years.

COST

Special care should be taken to avoid excessive cost to any student. The cost need be no more than the group wishes to raise. Projects to finance the Eye Opening Experience can be educational, as well as financially profitable. Most of the things students really want to do for "eye openers" in vocational,

cultural and leisure pursuits are free or quite inexpensive. The zoo, most museums, the Science Center, tours of hospitals and visits to airports, for example, are all free. The first year of the program, students prepared their own breakfasts and two lunches to save money. Subsequent years, they decided to raise more money and save the maximum time for educational experiences.

The only cost to the district is the expense of one school bus for three days, and an occasional substitute teacher.

OUTCOME

Relevant experiences are provided in many areas. Letter writing and other communication skills are developed. Computative skills are found to have real meaning as students figure "how much we have made, how we will spend it, and how much we have left."

Students are exposed to many job possibilities and ways of training for vocations at a community college, technical school and a university.

The students sample many culture pursuits including art and music.

The students begin to bridge the gap of the vocational, cultural and social chasms between rural and urban youngsters. They also are better able to communicate this.

Student evaluation of the Eye Opening Experience seems to

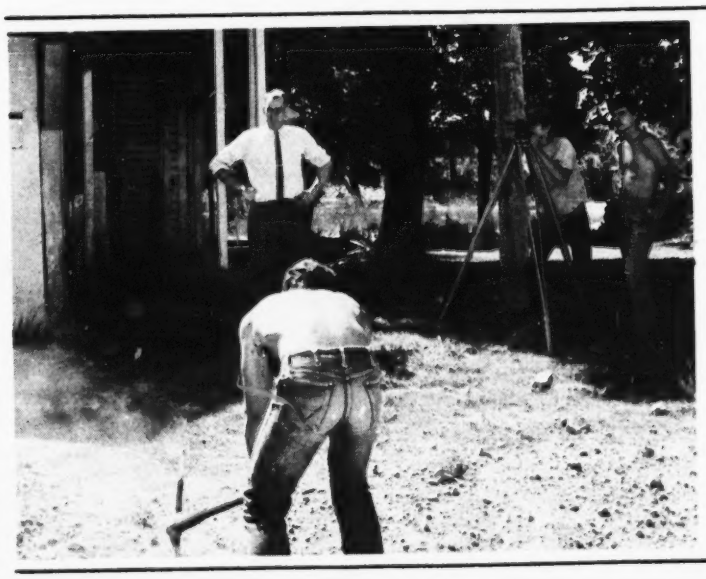
indicate the encounters with other junior high students are the most meaningful part of the trip.

SOURCE OF FURTHER INFORMATION

Miss Mary Bussanich
District Counselor
Box 236
Neah Bay, Washington 98357

## Field Experience Program

Glendale High School, Glendale, Oregon



The Field Experience Program at Glendale High School was designed to provide 10 to 15 junior and senior boys with experiences necessary to enter the world of work. The boys spend half days working in city and county parks, taking field trips to manufacturing plants, and working with commercial firms and the State Forestry Department.

NEEDS

A survey of Glendale students identified many students who were not college bound, some of them potential dropouts. To meet their special needs, a program was needed to give them "instant success" in work related skills.

DEVELOPMENT OF THE PROGRAM

The Glendale staff first considered a forestry program. After observing such a program at McKenzie High School, a half-time teacher was employed. The teacher, a principal and several board members worked with a local advisory committee to determine local needs and direction. The group, which included representatives from local mills, businesses, a community college, housewives, farmers, retired people, etc., recommended an expanded program including other vocational areas, as well as forestry.

DESCRIPTION OF THE PRACTICE

The curriculum for the program is flexible to meet the needs, desires and interests of students. It includes such areas as soils, water flow, lumber and plywood products manufacturing, concrete work, machine and power tool operation, water quality and pollution, building construction, wiring and plumbing, etc.

Students in the program attend regular classes in the morning.

The boys spend the afternoon at the work area. The instructor assigns each boy a task which is carried out with

minimum supervision to develop responsibility. On occasions, a boy may remain at school to carry out a class assignment.

Students receive 30 semester hours credit each year for participation in the program. Students apply to participate and can transfer back to the regular school program at any time.

CONSIDERATIONS FOR IMPLEMENTATION

Community support is essential and the use of an advisory committee proved effective in this area.

The implication that participating students have delinquency problems should be avoided.

The students should only be involved in projects with a definite learning rationale, and should not provide labor just to save the district money.

COSTS

In addition to the teacher's salary, the program cost approximately $100 per week for equipment such as axes, shovels, a chainsaw, rain gear and hard hats.

OUTCOME

The program is being evaluated on the basis of six objectives. The student should be able to:

Work with minimum supervision with two other boys for at least one hour

Fill out an application for a job he would be qualified to hold

Be present at school or job every day or notify someone in charge in advance

Explain and illustrate the program to visitors

Describe in layman's terms five different jobs he might be either interested in or qualified to hold

Be recommended by the teacher or administrator for employment or further training

The teacher feels these objectives are being achieved. The students feel the program is worthwhile to them.

SOURCES OF FURTHER INFORMATION

Mr. Chet Smith, Jr., Principal
Mr. Jim McClellan, Teacher
Glendale High School
Glendale, Oregon 97442

## Guitar and Folk Music Program

Mary Walker School District, Springdale, Washington

Guitar lessons are provided for interested students from Valley, Springdale and Wellpinit schools. No attempt is made to screen students out of the program. Instead, any student having a desire to experiment is encouraged to try out for the program. Initially, 120 students enrolled. They receive one hour of instruction weekly and are assigned a half-hour practice period. Additional practice is allowed if classroom work is completed.

## DEVELOPMENT OF THE PROGRAM

Mary Walker, Valley and Wellpinit School Districts lacked enrichment programs in music. Many students in the schools wanted to start dance bands, and lacked preparation and understanding in music and instrumentation. When guitar lessons were proposed, student response was overwhelming. They felt string music, particularly the ability to accompany themselves and others in group singing, was vital in the contemporary society. Group guitar lessons seemed to be the most practical way to provide instruction for a large number of students at the least cost.

A capable instructor was located, and the cost of equipment rental determined.

Mr. Jim Sjolund, Music Supervisor in the State Department of Public Instruction, was contacted for advice. State support was requested and received under the Gifted Program.

Subsequently, an inservice program was conducted by Dr. Donald Walter of Western Washington State College, who had experience in string music, particularly the ukulele and Hawaiian music.

## DESCRIPTION OF THE PRACTICE

Students interested in taking guitar lessons are identified, and group lessons scheduled at the least disruptive time in their day. No music screening test is given; students show their

aptitude by their performance. Instruction is given on Tuesday and Thursday mornings.

Some students voluntarily drop out of the program, or are asked to drop if class achievement is affected adversely.

A young lay mother supervises the practice sessions.

CONSIDERATIONS FOR IMPLEMENTATION

Adequate practice time is the main problem which confronts students and teachers. Practice time is scheduled during school hours, and students are required to complete classroom work before participating in practice sessions. To overcome this problem, students select an afternoon hour which least interferes with their classroom responsibilities. Some students are allowed to check out guitars overnight, over the weekend, during vacations, etc.

An adequate supply of replacement strings is essential to keep instruments usable at all times.

COST

Cost of the program includes the monthly rental of electric guitars, $4; a large amplifier, $10; and small amplifiers, $3. Supplies, including sheet music, cost about $6 per student. The instructor's salary is $7 per hour and a woman from the community is paid $1.75 per hour to supervise practice sessions.

OUTCOME

A number of students have purchased instruments as an outgrowth of their new found talent. Students are allowed to purchase rental instruments with a three month rental discount applied to the purchase price.

The instructor and the students presented a public concert. One student wrote his own arrangement for the concert.

Incorporation of the program into the regular music curriculum is being considered.

SOURCE OF FURTHER INFORMATION

Mr. Walter Lindman, Superintendent
Mr. Jack Campbell, Instructor
Mr. Phil Smith, Principal
Mary Walker School District
Springdale, Washington

## Individualized Instruction in Business Education

Melba High School, Melba, Idaho

Individualized instructional programs in shorthand and bookkeeping allow students at Melba to progress at their own rates. Use of a Stenotrainer makes it possible to provide dictation at different speeds on four channels. The same equipment is used for lessons in bookkeeping. The teacher tapes instructions, which are sequenced with slides of various bookkeeping forms, and provides students with individual help.

NEEDS

In a small school students may be studying bookkeeping, shorthand or other business related subjects at the same time in the same room. They need to be able to progress on their own at a rate commensurate with their abilities. To provide for this, some type of individualized instruction is necessary.

DEVELOPMENT OF THE PROGRAM

The individualized program was developed to make it possible for students to receive two years' training in bookkeeping and shorthand, which otherwise would not be possible because of staff limitations and scheduling difficulties. Additionally, it provides students the opportunity to go ahead on their own and at their pace.

DESCRIPTION OF THE PRACTICE

Instruction is presented individually to students using a slide projector and inexpensive tape recorders. The recorders can be used with headphones, either individually or with the Stenotrainer. The ability of the equipment to handle four tapes at once makes it possible for one student to receive instruction in shorthand at the same time another is studying a bookkeeping lesson. The Stenotrainer utilizes FM broadcast bands, and students dial the appropriate channel on the small receivers at their desks. Students operate the equipment themselves, and in three years of operation there have been no repair bills. No

special facilities are necessary.

CONSIDERATIONS FOR IMPLEMENTATION

During the first week the students used their FM receivers to listen to a World Series game. This provided an interesting way to learn to use the equipment and created interest in the instructional program.

Since high school students are accustomed to being "spoon fed," it is difficult, at first, to get them to take responsibility for their own instruction.

Teacher enthusiasm is essential. A teacher demonstration of slide making and other equipment was effective.

COST

Tape recorders selling for as little as $50 are adequate. The Stenotrainer and five receivers which accommodate 10 students cost $800. Operational costs are nil. Slides can be made for about 30 cents each and an audiotape costs about 75 cents. The teacher records her own instructions on the tape to sequence with slides made at the school. The materials can be reused each year.

OUTCOME

By using individualized instruction, the school is able to offer two years of both bookkeeping and shorthand. Previously, only one year of each could be offered. By studying individually, many students were able to progress further and gain a higher

level of skill than in the traditional course. Student achievement was equal to or better than previous years.

SOURCE OF FURTHER INFORMATION

Mr. Floyd Mervill, Principal
Mrs. Joy Laughlin, Teacher
Melba High School
Melba, Idaho 83641

## Learning Packages in English

Mohawk High School, Marcola, Oregon

Learning packages in English are being used to individualize instruction at Mohawk High School. The program places responsibility for learning on the students, changes the role of the teacher from lecturer to resource person and permits each student to work to his potential. The learning packages resemble individual lessons which students may choose from an open file. Each has a specific objective to be met, but does not designate a single way for all students to reach the objective.

NEEDS

Mohawk High School, located in the Mohawk valley northeast of Springfield, is a small school with approximately 100 students. About three years ago, the staff became concerned about the role of a small school in education. They wondered if it was possible to take better advantage of their greatest asset: a low student-teacher ratio. The way to do this, the Mohawk staff decided, was to individualize instruction. One method of doing this was to replace the traditional English program with "learning packages."

The package system in English had five major objectives:

Place some of the responsibility for learning on the students by developing study habits and changing the role of the teacher from "spoon feeder" to resource person and guide

Make required English a more interesting subject by eliminating unnecessary yearly repetition of the "same old thing," letting students choose units that interest them and allowing students more time to follow up individual interests

Help slow students get out of their low-grade rut by decreasing competition with other students and letting them progress at their own speed

Help top students get more out of English by letting them work at their own rate

Eliminate group lectures and allow time for teachers to work with students individually

All these goals hinge on the need to individualize instruction so each student can achieve at his ability level.

DEVELOPMENT OF THE PRACTICE

A decision to develop a modular system and a package system came at the same time at Mohawk High School. In both cases individualized instruction was the objective. The staff visited Glendale, Oregon, to observe a package system in operation. It became obvious the development of such a system takes a lot of advance planning. The Mohawk staff decided to divide packages into the traditional areas of grammar, composition and literature. Each package had to be small enough and simple enough for students to understand easily. Several English teachers interested in the same idea worked together in writing packages using the following organization.

Title: name of the package

Index number: a teacher identification number for filing

Concept: the idea of the package in one sentence

Student information: record of each student using the package

Objective: a specific description, stated in clear cut, behavior terms, of what the student must do to complete the requirements of the package

Pretest: a test used mainly in grammar and composition

packages to determine the needs of a student who will use the package

Learning Activities: a list of activities a student may carry out to fulfill the goals of the package and reach the objectives (this section may limit students unnecessarily)

Resources: a suggested reading list (a listing of the number and type of resources to be used may be better than actual titles)

Postevaluation: a test which the student must pass to show he has met the stated objectives (usually similar to the pre-test for grammar and composition packages; a written paper for literary packages)

After the basic form was established, the group began to develop packages. After one year it became evident the best packages were single sheets. The package must sound appealing, and the student must have a clear understanding of what is expected of him.

Grammar packages were the easiest to develop, and the easiest for students to use. Literature packages were the most difficult. An objective might be to define or describe the major structural elements of a short story, novel, drama, poem, etc. The packages were tailored to the individual by varying the resources and the amount of time required for each package. Students proved good sources for package ideas.

## DESCRIPTION OF THE PRACTICE

At first, implementation of the package system created many problems for teacher and student. Most students took at least one quarter -- nine weeks -- to get used to the program. Teachers had to decide how to use the packages. They can be used as supplemental lesson plans, but this does not achieve individualized instruction. To meet the objectives of individualizing instruction, creating student interest in English, and meet the diversified student needs, it was necessary to jump into the program with both feet. The teacher's role had to change from "spoon feeder," or "infallible font of information," to a source of assistance and guidance.

A filing system open to students was a necessity. The students needed to be able to choose any package they wished. This practically eliminated the problem of boring students to death with the typical yearly repetition of required English. The "teacher," in his role of "guide," might suggest an area where a student needs work, but most students are capable of identifying their own needs and interests. This became a matter of individual counseling.

A student chooses a package that looks good to him and contracts for it. Together, the teacher and student decide on

a time limit for completing the package, based on the student's ability, the difficulty of the package and the number and types of resources the student will use. Students are not required to complete a specific number of packages per year. This varies depending on a student's ability and the difficulty of the packages he selects. By varying the time allowed and the resources used, the same package can be used by both "slow" and "fast" students.

The class situation changes greatly with the implementation of the package system. Since the teacher is no longer a "spoon feeder," and students in the class may be working on 10 to 20 different packages, the teacher no longer lectures to a group. It was difficult, both for the teacher and the students, to adjust to this new role.

The system frees teachers for more individual contact with the student since no lectures are necessary. On the other hand, the system results in more paper work for the teacher since the students work on different packages.

Both the teacher-student relationship and grading changed. Although grades are still given -- primarily to placate parents -- all notions of class curves and averages were discarded. One objective was to eliminate the frustration of the "slow" student competing with the "fast" student. Students are graded in competition only with themselves. To do this, each student

must be evaluated on the basis of his potential for progress. In many cases, "poor" students make better grades than "good" students because they work to their potential. This system of self-competition not only relieves the frustration, but also helps restore the student's confidence in himself. It has helped not only the "slow" students, but also the "average" and "good" students who must work harder to meet their potential than they did under the traditional system.

CONSIDERATIONS FOR IMPLEMENTATION

Several things should be considered in implementing a package system.

First, teachers must have time to develop a package system. It is practically impossible to conduct a class and work on packages at the same time. In addition, conferences among teachers working in the same area proved very helpful during the development stage.

Second, student resources must be plentiful and varied. When a single text is abandoned, students need access to a wide variety of materials on many different grade levels (not just high school). They should be encouraged to use tapes, records, filmstrips, film loops, slides, movies, magazines, television and other students, as well as books and the teacher.

Third, no special equipment is required, but students need room to work separately. Study carrels are idea, but not essential.

Fourth, the Mohawk program combines packaging, modular scheduling, non-graded classes and, to some extent, a continuous progress system. This is not necessary. A package system in language arts can be used within the framework of a typical 50-minute class period.

OUTCOME

It is doubtful traditional tests would be valid in measuring the effectiveness of the program. After observing students in class every day, however, the staff is confident the package system has met most of the objectives. On the other hand, it has raised some new problems.

Specifically, the package system has individualized instruction. Each student now works at his own rate and achievement level in carrying out projects having personal interest. Packaging has eliminated the boredom of yearly repeated units and made English a more enjoyable subject for teacher and student. More of the responsibility for learning has been placed on the shoulders of the student. The package system has eliminated much of the frustration of slower students, and has given them a sense of achievement.

Packaging is not just for the "slow" student. The "average" and "fast" students have moved ahead of their grade levels in attempting work, and they are no longer held back by the students who used to make class frustrating and dull for the

better students.

Packaging also has made possible more effective teaching through closer work with individual students.

Some students still waste time, of course, but they detract less from the class.

Individualization tends to isolate students from one another and from the teacher, since the chance for group discussion is rare.

Generally, students seem to learn more than under the traditional system. The benefits far outweigh the disadvantages.

SOURCE OF FURTHER INFORMATION

Mr. John Haller, English Teacher
Mohawk High School
Marcola, Oregon

## Non-Graded Language Arts Program

Corbett High School, Corbett, Oregon

The Non-Graded Language Arts Program was developed to meet the various needs of students at Corbett High School. It provides for better coordination of instruction in composition, literature and speech. Students have more choice in fulfilling language arts requirements. Teachers' talents and interests are better utilized. The equivalent of two full-time teachers conduct 21 nine-week courses in composition, literature, speech-drama, basic skills and other areas. Students enroll in a different course every nine weeks, taking a minimum of 16 quarters to fulfill graduation requirements.

NEEDS

Prior to the development of the Non-Graded Language Arts Program, the Corbett High School English Department offered freshman, sophomore, junior and senior English, speech and journalism. Other than following State approved texts and curriculum guides in language and literature, the courses encompassed no formal curriculum, scope or sequence. Although teachers attempted to individualize instruction within classes, inflexible facilities, lack of aides and widely divergent abilities and interests of students made the task difficult and the results unsatisfactory. Many students had a builtin resentment toward compulsory English classes and resisted instruction. They saw little relevance in the anthologized literature selections, in repetition of grammar drill or in hit-or-miss composition exercises.

DEVELOPMENT OF THE PROGRAM

The first step in development of the Non-Graded Language Arts Program was to request information on innovative programs at several schools. From the replies, schools with relevant programs were selected for visitation. The pilot program at Corvallis High School was particularly relevant, and their curriculum guide was used as a resource for the Corbett program. The rest of the school year, Corbett staff members worked on course descriptions, scheduling, personnel

assignments and materials. Each of the three language arts teachers -- in speech-drama, composition and literature -- developed the curriculum outline for her speciality.

In the late spring students in grades 8 through 12 were given tests in grammar, spelling and composition for placement.

The program began operation in the fall of 1968.

DESCRIPTION OF THE PRACTICE

The Non-Graded Language Arts Program consists of 21 subjects, and more subjects will be added later.

Subjects currently offered are:

Composition

Paragraph Development

Theme Development

Expository Writing

Advanced Composition

Creative Writing

Literature

Introduction to Fiction and Biography

Introduction to Poetry and Drama

Contemporary Novel

Speech-Drama

Introduction to Speech

Introduction to Drama

Debate

Contemporary Drama

Basic Skills

Reading

Grammar

Spelling-Vocabulary

Electives

Mass Media

Mythology

Business English

Reading and Conference

Journalism

Annual

Proposed additions

The Bible as Literature

Contemporary Poetry

American Literature

English Literature

Advanced Speech

Seminar

The language arts staff consists of one full-time and two part-time teachers. In addition, the business education teacher teaches the two sections of business English. Approximately 44 quarters of staff time are available for scheduling classes. (A

quarter is equivalent to a nine-week period.)

All students are expected to enroll in a minimum of four quarters of language arts per year, with some students taking as many as eight.

The staff found the organization and record keeping needs of the program were complex and student aides were needed to assist teachers. A copy of the language arts transcript is kept in the department to facilitate placement and counseling. Since each nine-week quarter is independent, no language arts semester average grade is computed.

The purchase of appropriate instructional materials was delayed because of budget limitations. Gradually, textbooks are being eliminated in favor of paperbacks, collections of relevant materials and audiovisual materials.

CONSIDERATIONS FOR IMPLEMENTATION

The master class schedule must be viewed as a schedule-within-a-schedule. At Corbett High School the schedule for the Non-Graded Language Arts Program was developed first. The remainder of the master schedule then was charted to allow students to enroll in classes of their choice and to keep conflicts to a minimum.

An arbitrary minimum enrollment of eight students was established in determining whether or not to offer a particular course of study.

Preregistration in April allowed staff members time to schedule courses and to determine the needs of students who would be enrolled.

Staff selection for a successful program in a small high school is extremely important. Each person must be willing to work cooperatively with all staff members and especially with others in the Language Arts Program. Teachers must be convinced such a program offers the best possible learning situation for students. The preparation and preference of individual teachers must be considered.

The language arts staff at Corbett High School approves and implements all scheduling and schedule changes within the department. The staff plots the progress of individual students and helps each student plan his language arts studies.

COST

The cost of a non-graded language arts program should compare favorably with traditional programs, especially if materials and equipment are purchased over three or four years.

Individual literature and language texts for each student are unnecessary in such a program; instead, room sets of approved texts should be available. To supplement texts, paperback collections should be generous in fields relevant to each class. Suitable magazines and newspapers also are a must.

Field trips, film rental and speaker costs also need to be considered. The speech-drama classes and the journalism class benefit most from such activities.

Equipment needs for the program are modest. A tape recorder, overhead projector and record player are needed.

Savings in textbook expenditures offset, to some degree, the cost of many items. Careful budgeting for three or four years insures modest program costs in comparison to other disciplines.

A teacher aide is a distinct advantage to the program.

OUTCOME

No statistical data to show higher achievement is possible after a single year of operation. Generally, however, the school staff has noticed improved student attitudes. This enthusiasm may be attributed to the novelty of the new program.

The staff feels the quarter system with changes every nine weeks promotes enthusiasm. One evidence of enthusiasm is the number of students enrolling for more than four quarters of language arts classes.

Another major goal of the new program is to provide scope and sequence for language arts instruction. The staff feels this goal has been accomplished, and the scope and sequence for the Non-Graded Language Arts Program will be printed.

The Corbett program was geared to meet the needs of local students. Any district contemplating the adoption of a non-graded program should first list the needs to be met and then develop a program to meet the needs. Corbett is a small rural community in eastern Multnomah County. The majority of students seek employment or marriage following graduation. Forty percent go on to community colleges or to four-year colleges. The program, therefore, was designed to meet both vocational and academic needs.

First, a number of class choices was needed for each student. This need was met by combining required basic skills classes with electives to meet a wide variety of interests from mass media to creative writing.

Second, students needed to be grouped by interest and ability rather than by age. The new program provides indepth study in many areas by concentrating on a specific topic for nine weeks. The traditional program did not provide for students who needed remedial help.

The traditional program locked students into English for four years with three teachers. Often the same group of students went through several years of the same class schedule. The new program is structurally flexible with approximately 44 teacher periods and 21 classes. Students switch classes, classmates and teachers every nine weeks, providing stimulating new experiences for teachers and students. New classes easily

can be added to the schedule. Elective classes can be rotated on a two-, three-, or four-year plan to provide more choices for students. Possible class selections are limited only by the imagination of the participants.

After the first year, some problems remain. The grading system is not entirely satisfactory, since quarter grades must be reconciled with semester grades.

Some scheduling problems have occurred. A teacher aided is needed to keep changes up-to-date. The staff needs to be available for counseling and placement.

SOURCES OF FURTHER INFORMATION

Mr. John W. Blaser
Superintendent-Principal
Corbett High School Language Arts Department
Corbett, Oregon 97019

## Office Training Laboratory

Noxon High School, Noxon, Montana

An Office Training Laboratory was originated at Noxon High School because students were unable to obtain on-the-job experience. For six weeks senior students in office education participate in the laboratory program designed to give them a realistic impression of office employment. They are expected to meet and exceed standards of performance for any well managed office.

NEEDS

Office education had been a part of the school curriculum for many years. Discussions with graduates indicated they felt the program failed in one important aspect -- it did not give them an adequate picture of what work in an office really was like. The problem was to find a way of making the office education program more "office like."

DEVELOPMENT OF THE PROGRAM

Although on-the-job training is desirable, the two small offices in Noxon cannot provide the range of experience students need. The distance to neighboring cities makes it impractical to transport students.

Curriculum planners first examined the possibility of building experience units into the office education program. While it wa[illegible]e to do so, this concept was rejected because it appeared to be piecemeal. The best time for providing the job experience appeared to be after the students had completed a skill development program which would enable them to function as office workers.

DESCRIPTION OF THE PRACTICE

An Office Training Laboratory appeared to be the best and most practical approach. Once the idea of a laboratory was established, the practical problems of choosing laboratory experiences which would be relevant became central. This

required a careful analysis of common office practices and procedures which could be included economically.

All students participating in the laboratory program begin by completing an application similar to one they might encounter in seeking employment. Each applicant then is interviewed by the instructor, who plays the role of an employment director.

The office laboratory is divided into seven departments. Each student works in a position for two days and then is transferred to another. The positions are receptionist, office clerk, office manager, communications director, cashier, general secretary and executive secretary.

The duties for each position are:

| | | |
|---|---|---|
| Receptionist | -- | Answers the telephone; records telephone messages in an appointment book; greets and introduces teachers, bus drivers and other school personnel calling on the superintendent; types a report written in shorthand |
| Office Clerk | -- | Completes vocabulary, business English and spelling tests; types interoffice memos; operates duplicating machines |

| | | |
|---|---|---|
| Communications Director | -- | Writes messages for presentation on the intercom system; takes dictation from shorthand discs |
| Office Manager | -- | Handles all office complaints |
| Cashier | -- | Handles all correspondence concerning finance |
| Secretary | -- | Takes dictation; types letters |

The laboratory experience is designed to approximate a real office to challenge the students' skills, ability to perform and adaptability in meeting a variety of circumstances

COSTS

Materials needed for the program are dictation disc records, school intercom, typewriters, shorthand pads, Today's Secretary magazine, The Business Teacher magazine, time writing clock, an appointment book and shorthand text. Most of these already are available in the school.

OUTCOME

The program has been in operation since the fall of 1967. Of the four students participating in the program in 1968, two were employed in offices immediately after graduating from high school. Both report the laboratory experience was meaningful, and provided them with self-confidence in seeking and starting

employment.

SOURCE OF FURTHER INFORMATION

Mr. Frabert E. Stobie
Business Education Instructor
Noxon High School
Noxon, Montana 59853

Mr. William Kennedy, Superintendent
Noxon Public Schools
Noxon, Montana 59853

## Operation Help

Newport High School, Newport, Washington

Operation Help is an experimental program designed to provide training in marketable skills to high school students who repeatedly fail existing academic programs. Boys in the program spend half days learning skills related to the Newport economy -- primarily lumbering. During the afternoon they attend remedial classes and participate in extracurricular activities.

NEEDS

In virtually every school at least a small percentage of students have experienced repeated failure throughout their grade and junior high years. Operation Help at Newport High School is designed to provide these students with a program to learn useful, marketable skills.

DEVELOPMENT OF THE PROGRAM

Development of the program included several steps:

The need for a program was assessed.

Possible sources of funds was determined.

Appropriate training was identified.

Specific tasks for implementation were identified and land and equipment procured.

Prospective students were listed and parents were interviewed.

A suitable teacher was hired.

Classes were begun.

DESCRIPTION OF THE PRACTICE

The high school counselor and other staff members refer students to participate in Operation Help. In some cases, the students voluntarily apply. Upon a favorable recommendation by the school guidance committee, a parent interview is scheduled.

Students in the program report to the shop area in working clothes at 9 a. m. (one of the goals of this program is to teach punctuality and dependability), and begin their working half-day

in one of three areas.

A three-and-a-half-acre arboretum is within walking distance of the Newport High School. Owned by the Federal Forest Service, the land is being developed for both instruction and public use.

The 160-acre FFA tree farm is located six miles south of the high school. Operation Help uses this land as a facility for students to study sustained yield forest production and the skills necessary to operate an enterprise which closely simulates the agricultural economy of the area. Preliminary surveying, road clearing, slash removal and some logging are present activities on the tree farm.

The Newport metal, wood, agriculture, auto and machine shops are used for Operation Help.

Skills taught in Operation Help classes are related to the local economy, which is centered around the lumber industry, agricultural, mining and construction work. Field exercises such as maintaining machinery and surveying are designed to develop manipulative skills not normally taught in the school.

During bad weather, the boys work in the shop. They are taught carpentry by actually building such things as cattle feeders, small buildings, signs and benches for the arboretum. Other skills taught in the shop include welding, cutting, plumbing, glazing and soldering.

Part of each day is devoted to the repair and maintenance of equipment used in the field.

Safety is another aspect stressed in the learning process.

Semester reports to parents are made in person. They describe what the student is learning, but not how well he is learning.

CONSIDERATIONS FOR IMPLEMENTATION

The instructor is the primary component of the Operation Help program. He must be competent to teach the particular skills, and also have a genuine appreciation and enthusiasm for the project. Above all, the instructor must be a planner.

The Federal Forest Service is a source of assistance through various publications.

COST

Most of the equipment is rented. Small items such as chain saws and axes are owned by the district.

OUTCOME

Several indications of success are evident during the first year of the program. A boy who dropped out of school for nearly a year now has steady attendance. The reading teacher has noted a general improvement in the attitude of the boys. The dress of the group has shown a definite upgrading. Reading speed has increased.

The staff feels the Operation Help students are being trained

more in line with their needs.

SOURCE OF FURTHER INFORMATION

Mr. Raymond Brown, Principal
Newport High School
Newport, Washington

## Sea and Fisheries Training

Ocean Beach School District, Ilwaco, Washington

The Sea and Fishery Training program prepares students for employment as assistant charter boat operators, commercial fishermen and other marine related occupations. Community participation in development of the program created tremendous student interest. The training course enrolls a maximum of 18 students per semester, and need for a second section has been indicated.

NEEDS

Although the local district provides a good academic program, additional training is needed for students to find a place in the local labor market. A sizable percentage of high school students who were not interested in college preparatory training found no educational courses to challenge them. The results were a lack of pupil development, interest and application; disturbance of others in class; school dropouts; and most serious, a waste of the potential of otherwise able young people.

The economy of the peninsula is based upon the fishing industry; consequently, it was logical to base a vocational training program on this industry. Harvesting, preparing and marketing are elements of a total fisheries training program.

DEVELOPMENT OF THE PROGRAM

In recognition of the lack of vocational education, the community formed a corporation (Sea Resources, Inc.) to cooperate in promoting vocational training opportunities for the youth of the Ocean Beach and Naselle School Districts. An advisory committee was appointed to survey community needs, analyze the occupations identified by the survey, and help provide the resources necessary to mount programs. A former hatchery site was acquired for construction of a vocational building to facilitate the program.

DESCRIPTION OF THE PRACTICE

The commercial and tourist fishing program is conducted three hours per day. The instructor is an experienced fisherman with related skills of seamanship, boat maintenance and operation and navigation.

Local commercial and charter boat fleets are used for the sea training activities. The boat skippers serve as resource persons and are responsible for assigned instructional tasks during each of the ten trips to sea. Each student receives a minimum of 24 hours of instruction at sea. Students are evaluated on their assigned tasks each trip. In addition, the Coast Guard assigned a crew to cooperate in the navigational operations and sea rescue exercises at sea.

The program also includes a marine science course. This course covers the many and varied aspects of the ocean such as salinity, density, ocean currents, marine biology, culturing of marine specimens, tides, waves and wave action and past and present changes in the ocean.

OUTCOMES

Student evaluation is an ongoing process carried out by both the teacher and the boat captains. The success of the program will be measured by the number of students placed on the job.

SOURCE OF FURTHER INFORMATION

Mr. Carl P. Aase, Superintendent
Ocean Beach School District No. 101
Box F
Ilwaco, Washington 98624

## Seventh Period Activity Program

Glennallen High School, Glennallen, Alaska

On Mondays and Thursdays the seventh period is used as an activity program designed to meet students' interest in more diverse ways than can be done in the regular school program. Students may elect such activities as ballet, dramatics, systems, contract studies, science fair projects, rifling, wrestling, tumbling, reading (college preparation), photography, art, discussion (teenage issues), skating-skiing, sewing and air/ground school. At the end of the semester, a student may change his activity selection. Since credit is not offered, teachers may be talented or interested adults from the community.

NEEDS

All Glennallen students ride buses which leave the school immediately after the last class period of the day. Because of great travel distances, it is difficult for students to remain after school to take part in extracurricular activities. In addition, community activities and recreational facilities are extremely limited.

DEVELOPMENT OF THE PROGRAM

The advisability of eliminating the seventh period as an academic class period and replacing it with the activity period was discussed by the faculty and the advisory school board for nearly a year. Following the decision to adopt the program, individuals with special talents in the community were identified and asked to cooperate in sponsoring specific activities.

DESCRIPTION OF THE PRACTICE

Students select an activity at the beginning of the year, along with their regular academic elective program. Then, they spend two periods a week in organized instructional programs conducted by people from the community.

CONSIDERATIONS FOR IMPLEMENTATION

Support from the community, faculty and student body should be obtained before implementation. Some teachers may feel the program is too much of a frill.

Some extremely popular activities, such as photography,

are limited by their nature to a small number of students.

Identification and utilization of individuals in the community is extremely important.

COSTS

Cost of supplies and equipment vary with individual subjects, but need not be significant for many.

OUTCOMES

Subjective evaluation indicates that student interest and attitude toward school is somewhat improved as a result of the program. Students indicate they definitely want the program to continue and prefer it to the previously all traditional orientation.

SOURCE OF FURTHER INFORMATION

Mr. L. S. Wright, Superintendent
Glennallen Area Schools
Glennallen, Alaska 99588

## Tutorial Program

Joint School District, Mackay, Idaho

Above average students at Mackay High School tutor below average elementary students in mathematics, reading and spelling. This program was planned to increase the achievement of below average students and to give high school students a feeling of responsibility. The program provides assistance for the classroom teacher and offers a stimulating and productive experience for future classroom teachers. Achievement tests show increased achievement in reading and mathematics by many students who had been classified as "below average."

## NEEDS

A number of elementary students who were slow learners were not receiving enough personal attention from their instructors. Individual instruction in reading, mathematics and spelling was needed to bring the ability of these children to the level of others in the class. Without individual attention these children would fall farther behind, develop a resentment toward school and, eventually, become dropouts.

## DEVELOPMENT OF THE PROGRAM

The tutorial program was begun in 1968 in cooperation with the Snake River Center for the Improvement of Instruction. Consultants from the Snake River Center visited Mackay and assisted in screening tutors and organizing the classroom program.

## DESCRIPTION OF THE PRACTICE

Slow achievers are tested to determine their academic level. A high school student spends one study period a day tutoring an elementary student. The work is supervised by qualified personnel, either in the school or from the Snake River Center.

## CONSIDERATIONS FOR IMPLEMENTATION

To be successful the tutor should be well founded in the specific subjects. He should be assigned to a student who needs encouragement and help to achieve his maximum capability.

Tutors should be screened and selected on the basis of emotional stability, personality, conscientiousness, patience and the desire to help others.

The program should begin at the start of the school year. If a slow learner improves to the level of the rest of his class, the tutor should be assigned to another slow learner.

COSTS

No special equipment or added cost is necessary.

OUTCOME

The results have varied. Some students increased their achievement to the general class average. Every student receiving help in the program increased his ability to read, write and spell. The children appreciate the help and get along well with the tutors. The attitudes of these children change, and they begin to realize they can learn.

The tutors become interested in education and most of the senior tutors have decided to become teachers. The tutors gain in maturity and experience and have won the appreciation of the parents of the slower learners.

SOURCES OF FURTHER INFORMATION

Mr. Nolan Sayer, Superintendent
Joint School District #182
Mackay, Idaho 83251

Snake River Center for the Improvement of Instruction
P. O. Box 1823
Idaho Falls, Idaho 83401

## Using Community Resources

Victor High School, Victor, Montana

Community resources can add to the educational opportunity available to students in small schools. Victor High School students go to school in the community, and residents of the community bring their talents to instructional programs in the school. Seniors can spend from two periods to an entire afternoon each day gaining on-the-job experience at a local bank, a garage, a grocery store and a hardware store. On the other hand, a local woman with an avid interest in books serves as a full-time library clerk, and a local artist devotes two hours daily to providing art instruction for students in grades 7-12.

NEEDS

Students at Victor High School who completed business and prevocational training sequences were interested in additional experiences. Their strongest areas of interest were in business education and auto mechanics. Neither space nor personnel were available, and there was little hope of obtaining the finances necessary, to provide either type of program within the school.

Some students, particularly the older ones, expressed an interest in art. Some had talent; others, interest. In either case a need for this type of experience was apparent. Again, lack of financial resources and small enrollment made it impossible to hire a full-time art instructor.

When a new school building was completed in 1964, the library was the central unit in the construction. However, maintenance of a library-centered curriculum was severely hampered by staffing problems. In addition to a teacher-librarian, someone was needed to assist students throughout the day.

DEVELOPMENT OF THE PROGRAM

Fortunately, a group of businessmen interested in young people were willing to work with school officials in developing a program to meet student needs. As a result of school-community cooperation, a program was instituted and has been in operation for five years.

DESCRIPTION OF THE PRACTICE

Library Clerk and Art Aide Program

To meet the students' library needs, a teacher aide was recruited from the community. Though not a college graduate, one applicant possessed excellent qualifications: an interest in reading and libraries, research ability and patience. She was employed and, under supervision of the teacher-librarian, serves the needs of students working in the library.

The need for art instruction also was met by employing a man from the community as a part-time teacher aide. A professional artist had established a studio and was trying to make his living solely from his profession. He had completed the Great Artist Course and had studied under well known artists. His work was gaining acceptance and his reputation as an artist was firmly established. He had demonstrated a sincere interest in young people by giving them free lessons and encouragement.

Work Experience Program

Students who have completed related prevocational course work may participate in the on-the-job experience program. Students are asked to sign up for the program in the spring of their junior year. Their prevocational course work is analyzed and their standing in the required courses is considered. Counseling interviews with the applicants are conducted to determine students' attitudes and interests relative to the

program. The business people then are involved in selecting the participants.

Once the student has been matched to the training program, an individual schedule is developed. The supervising teacher frequently visits the places of business to keep informed of progress and problems in the program. He conducts regular counseling sessions with the participants. This visitation-counseling program serves two purposes. The program supervisor keeps abreast of the program progress while he maintains the students' ties with the school. A key concept in the program is to preserve its identity as an extension of the regular school program.

They receive one credit for work experience in local business firms. Three types of experience are provided:

Garage-Auto Mechanics

A local service station operator who is an experienced gasoline-diesel mechanic provides the opportunity for two to four boys each year. The boys receive training in service station operation including customer relations, regular service routines, minor repair and care of facilities. As their skill develops, they are introduced to general mechanical repair including major overhaul work. They also are taught to use welding machines. Prerequisites for participation include two to three years in the school industrial arts curriculum.

Business Experience--Bank

One girl is given the opportunity to learn banking clerical practice and to practice secretarial skills in the local bank. The student selected by the commercial teacher must have the prerequisite typing and shorthand skills. In some cases, the student also has bookkeeping training. Bank personnel do not attempt to provide instruction in clerical-secretarial skills. The bank program has been developed as a laboratory experience for the application of skills previously acquired in the school. The participants take dictation, type reports, learn banking procedures and use some business machines.

Business Experience--Grocery and Hardware Store

A local grocery and a local hardware store each provide the opportunity for one student, boy or girl, to spend a year learning operation and management procedures in a retail business. The experience program includes customer service, ordering, marketing and some aspects of record keeping. The small businesses provide the opportunity for students to work closely with the managers and obtain a comprehensive view of the business.

Library Clerk Program

The first duty of the library clerk is to assist students who need help finding and interpreting materials. She also sets up research units for teachers, gathering materials from many

sources including the State Extension Library. She listens to and records book reports by students. Her clerical duties include checking books in and out, processing books and preliminary work in preparing Title II ESEA applications.

Art Program

Students in the art program are grouped on the basis of age and ability. In the early phases of the program, students are scheduled for three periods a week. Upperclassmen participate five periods per week. Junior high school students receive no course credit; high school students receive a half credit for three days per week participation and one credit for five days per week. The program includes instruction in drawing, painting and sculpturing. One section is devoted to the use of native materials which the students gather and process into a finished art object.

CONSIDERATIONS FOR IMPLEMENTATION

Work Experience Program

The attitudes of the business people and students involved are particularly important in developing the program. The business people need to understand the value of the program to the student and to possess attitudes which permit them to work well with teenagers. The students need to view the program as a learning opportunity. Constant supervision and counseling are vital.

Library Clerk and Art Aide Program

The key to this program is the identification of student need, the tasks to be performed and the personnel to be involved. Once the needs are identified and programs designed to meet the needs, it is possible to recruit resource people from the community. The success of the program depends on the performance of the resource people in their assigned duties. Active supervision of this type program is necessary.

COSTS

Supervisory time is the only cost involved in the work experience program.

The library clerk and art aide are paid $2 per hour. A small budget is necessary for art supplies.

The total cost of the two programs is under $4,000 a year.

OUTCOMES

Work Experience Program

On the strength of their on-the-job training, students have obtained summer work and permanent jobs. The automotive mechanics program has provided the participants a type of experience which has made their regular program of studies more interesting and meaningful. Boys in the program have renewed their interest in the school program to the point they are staying in school. Sophomores now express interest in working toward participation in the program.

Library Clerk and Art Aide Program

The high degree of voluntary student participation in these programs indicates the analysis of student needs was accurate. Since these aides were recruited in terms of their potential contribution to clearly identified programs, they have been able to provide services, both qualitative and quantitative, not often available to students in small schools.

SOURCE OF FURTHER INFORMATION

Mr. Charles E. Dillon, Superintendent
Victor High School
Box 87
Victor, Montana 59875

GPO 996-814